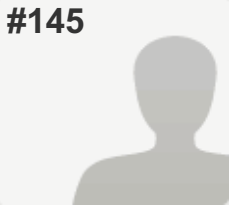


#145

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Saturday, June 25, 2016 11:26:12 AM**Last Modified:** Thursday, September 01, 2016 12:35:24 PM**Time Spent:** Over a month**IP Address:** 98.21.16.200

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Q1: Name of School District:	Nodaway Valley CSD
Q2: Name of Superintendent	Casey Berlau
Q3: Person Completing this Report	Jamaica Reed

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Q4: 1a.Local TLC Goal

Attract able/promising new teachers and provide support to new teachers in all areas of their career, offering a base salary of \$33,500. Retain effective teachers through teacher leadership opportunities, personalized professional development, and competitive wages.

Q5: 1b. To what extent has this goalbeen met?

(no label)

Fully Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

All positions were filled and have signed contracts for next school year. 100% of teachers made a minimum of \$33,500 in the 2015-16 school year. All teachers were involved in weekly collaborative team meetings and were assigned a TLC mentor to provide small group as well as individual support. In addition, teachers with a conditional license and those new to the district, were provided with a second mentor for additional support.

Please see email/google spreadsheet for additional information.

Q7: 2a.Local TLC Goal

Create a culture of collaboration through weekly professional development and Collaborative Learning Teams. Improved teacher instruction through collaboration with the Master, Mentor, and Model Teachers.

Q8: 2b. To what extent has this goalbeen met?

(no label)

Mostly Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

All PK-12 teachers were assigned to a collaborative learning team, which met weekly to learn about the TAP indicators of effective instruction. Bimonthly classroom observations were conducted by mentor and master teachers to collect data on implementation of the TAP indicators. Data was collected and shared with collaborative learning teams in weekly meetings and used by the building lead teams to determine additional learning needs.

Please see email/google spreadsheet for additional information.

Q10: 3a. Local TLC Goal

Establish and adequately compensate Master, Mentor and Model Teacher leadership roles through the TLC grant.

Q11: 3b. To what extent has this goal been met?

(no label)

Fully Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Three leadership roles were established and Master, Mentor, and Model teachers were compensated as proposed in the original TLC grant budget. All positions that were proposed in the original grant application were filled for the 2015-2016 school year.

Q13: 4a. Local TLC Goal

Increase student achievement through personalized professional development and collaboration.

Q14: 4b. To what extent has this goal been met?

(no label)

Somewhat Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Iowa Assessment Results: Reading increased from 73% to 74% proficient, Math increased from 76% to 78% proficient, Science remained the same at 82% proficiency.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

Implement effective instructional strategies through district wide and personalized professional development.

Q17: 5b. To what extent has this goal been met?

(no label)

Somewhat Met

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

The research-based effective indicators of instruction given in the TAP rubric were used during collaborative team meetings. Teacher's individual goals were a focus when writing their individual professional development plans and during one-on-one coaching and post observations with Master and Mentor teachers.

Q19: 6a. Local TLC Goal

Continued implementation of Iowa Core Curriculum, standards-based grading, and Multi-Tiered System of Support (MTSS)

Q20: 6b. To what extent has this goal been met?

(no label)

Somewhat Met

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Standards and Objectives was the first indicator that was taught in collaborative meetings and was a focus of learning and observations throughout the year. This indicator strongly supports the work that we are continuing to do with the Iowa Core Curriculum and Standards Based Grading. An MTSS identification process is in place, but examining universal instruction and effectively implementing interventions will be an area of focus for next year.

Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

Overall, our leadership team feels that our first year of implementation went well. Some goals and adjustments that we have for the upcoming school year include introducing the remaining TAP indicators to all teachers that we did not get to in the first year and completing 1 scored, formal observation for each teacher during second semester using all indicators of the TAP rubric. We will also be making a plan to utilize model teachers more effectively and plan on establishing more specific student achievement goals for next year.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

Many teachers reached out to teacher leaders and collaborative team members for support.

Increased classroom observations had a positive impact and led to more personalized professional development for our teachers.

Goal setting by individuals and collaborative teams provided a focus for growth with instructional practices.

The use of the TAP rubric gave the district a more focused and universal agenda for instructional strategies and professional learning, providing consistency PK-12.

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.